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City of Edinburgh - Successful Cluster Collaboration
Aims

To share our experience in

• Cluster organisation
• Planning
• Partnerships
Over to you

What do you consider to be the main features of successful clusters?
The Rationale

“The Working Group recommends that primary and secondary schools work effectively together to ensure articulation between the sectors in terms of content, skills and approaches to learning and to enable effective transition, progression and continuity between P7 and S1, particularly for the L2 language.”

LANGUAGE LEARNING IN SCOTLAND A 1+2 APPROACH Working within the recommendations (updated July 2014), Education Scotland
Excellent relationships are key

- Historically good links within cluster
- Excellent relationships with Head Teachers
- Head Teacher Cluster meetings
- Lead Teacher group + main co-ordinator. Not hierarchical.
Role of our Lead Teachers

• Drive the development of languages in their school
• Cascade information
• Plan for and lead change
• Develop resources
• Support colleagues
• Attend cluster Lead Teacher meetings
BHS Cluster

**Primaries**
- French (2015 from p1) – L2
- Mandarin + Spanish (2015 from p5) L3
  - Stockbridge and Floras, Mandarin
  - Granton and Ferryhill, Spanish

**BGE S1-3**
- S1 – French L2 and Spanish L3 (through IDL course)
- S2 – French L2 and Mandarin L3
- S3 – Choice of French, Spanish (L2 or L3) and Mandarin L3 and BSL from 2019
- S4-6 French, Spanish, Mandarin, Italian
  Bilingual programme for L1 language qualifications
Language Provision – Primaries L2

All cluster primaries - L2 French

p1 to p5 classroom teacher delivers the language

P6 and p7 some class teachers/some teachers with language background

Many teachers in the cluster are CeC trained in French. A smaller number trained in L3
Language Provision – Primaries L3

**L3 Mandarin**
Flora Stevenson and Stockbridge
C Huang (Broughton) 6 months in each school 1 day per week
Input from private school – Stockbridge

**L3 Spanish**
Ferryhill 2 fluent class teachers
Granton S6 Language Ambassadors from Broughton
L3 Articulation with Secondary – S1

• In S1 all students have an experience of Spanish through an IDL course. Enterprising Edinburgh (Language, Business, IT)

• Basic language of primary repeated for Floras/Stockbridge pupils

• Majority is new language and culture for all
L3 Articulation with Secondary – S2

10 weeks of Mandarin

Repetition of basic primary content for pupils for Ferryhill and Granton

Majority is new language and culture for all
Successful Clusters Plan

• Planned our curriculum around Experiences and Outcomes (2015).
• Plans available for each year which articulate well.
• Type of plan – currently topic based with culture
• Plan for staff turnover
Goodwill vs funded meetings

Meetings are essential for:

• Curriculum planning
• Staffing
• Creating resources/assessment*
• Collaborating on cluster projects*
• Planning for transitions*
• Sharing experiences
• Moderation
• Ensuring consistency across the cluster
See handout

Edinburgh ML site

East Lothian ML site
Assessing Progress at Key Transitions
Partnerships and Collaboration

Collaboration between

- pupils
- teachers
- schools
- parents

is crucial in order to develop a Language Community within our cluster.
Language Ambassadors
Sharing Learning Visits
NIF Project – Parents, Pupils, Partners
Native Speaker Volunteers

Parents

Pupils

Community Volunteers

Collaborate
Broughton Cluster Video
Questions?